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Author: Eugenia Smyrnova-Trybulska

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I. THEORETICAL AND METHODOLOGICAL ASPECTS OF DISTANCE LEARNING

ABOUT SOME BASIC ASPECTS OF DISTANCE LEARNING

Eugenia Smyrnova-Trybulska
University of Silesia in Katowice
Faculty of Ethnology and Sciences of Education in Cieszyn
Bielska 62, Cieszyn 43-400, Poland
esmyrnova@us.edu.pl

Abstract: *E-learning - is one of the basic, modern forms of teaching today. In this article the following concepts are discussed and commented on: different models of distance learning, types of distance courses, structure of the distance Internet-course and other important categories, which deal with the concept of distance learning: key considerations in designing distance learning courses, guidelines for the comprehensive assessment of course distribution versions, the teacher's competences in area of distance learning, and other issues.*

Keywords: *distance learning, models of distance learning, types of distance courses, MOODLE distance course, principles of designing distance courses, structure of distance courses, assessment criteria of distance courses, the teacher's competences in area of distance learning*

INTRODUCTION

The global transformation from an industrial to an information society as well as social and economic changes which are taking place both in Poland other European countries have required reforms in many areas of government's responsibility. In this respect, the priorities include reforming the education system, involving the implementation of modern educational technologies and modes of tuition.

Distance education, due to such advantages as flexibility, ease of access, modular character, quality, cost-effectiveness, state-of-the-art technology, large audiences, social balance, global reach, the new role of the instructor, positive effect on the learner, has become a leading mode of tuition and instructional technology practically at all levels of the education system.

1. DEFINITIONS AND MODELS OF DISTANCE LEARNING

Analysing the opinions of many scholars one can draw out the conclusion that education is considerably wider and contains both the process of teaching and the basic possibilities of self-education. A teacher's activity in a distance mode stands for more and more various forms: the organization of seminars, conferences, courses, work with Ma candidates, the postgraduates, all sorts of Olympics, competitions, tournaments itd. [13].

1.1. Definitions of distance learning

Considering distance education one can think about the creation of the informational - educational space for teaching process in which various electronic sources of scientific materials are available (in this and first of all network): the virtual libraries, base of data, the consultative services, the electronic scientific supplies, all possible author's educational studies, the supplies of Internet, the distance courses, the forums, the controversial groups, virtual classes and so on.

In distance teaching one should underline (the dependence on the chosen model) the importance of teacher and student's co-operation with the use of the varied shapes and contents of scientific materials, technology, supporting varied - the synchronic and asynchronic communicating modes and others. The main factors result from that, what one should consider as organizing the teaching in form of distance learning - creating the electronic courses, studying the didactic and methodical bases in distance teaching, the preparation of authors, educators, tutors, co-ordinators, administrators of teaching on distance. The form of distance teaching - is not a synonym of system of teaching, as it is often treated.

Depending on the chosen model of distance learning one can be in a continuous contact with a teacher, with other students from the virtual class, imitating all kinds of direct teaching, but with the use of specific forms, means and technology.

In conclusion, one may say that theoretical requirements, experimental implementations, the checking and serious scientific - investigative works have already been worked out.

Analysis of the scholars' investigations (M. Daugiamas, S. Juszczuk, B. Holmberg, M.J. Kubiak, E.S. Połat, P. Taylor and others) and the present investigations as well as the experience in considered area gives the basis to the statement, that the distance learning might be considered as a pedagogical technology or as a form of teaching. In [13] more precise analysis of the description of pedagogical technology of distance learning on basis of the use of the CLMS MOODLE system was introduced.

Generally, in scholars' glance, who are studying the given problem, one can say that the meaning "*the notion of education on distance*" does not possess the unambiguous interpretation and its scientific bases are insufficiently worked out. One can notice the lack of the regularity, disorder in organization and the use of distance learning system on different levels.

Simultaneously, without regard to the variety of approaches and the directions in investigation of the heart of the distance learning, many authors unite their effort to show, that the distance learning is the activity regarded as a legal *scientific – cognitive activity*, which assures the intellectual student and educator's co-operation on distance, and the students between themselves – are some kind of teaching, based on the use of present telecommunicational means and it is the most effective and adequate for the present information society. Today there are several dozens of classifications and models of teaching on distance. Some, the most widespread and often applied models, are introduced below.

Literature presents lots of definitions and views associated with distance learning and distance education and its concepts. They are described differently in various countries due to period of time and implementation. The most popular terms are such ones as: *independent study, correspondence study, distributed education, distance learning, home study*, etc.

Although there is a large number of terms connected with distance education, according to M.J.Kubiak ([5], [6]) "The distance education – is the method of leading the didactic process in such conditions when teachers and learners (students) are far away from each other (in terms of time and place) and using modern and traditional means of transfer communication such as the traditional ways of telecommunication technologies, passing on: voice, video, electronic texts, etc. Implementation of the modern technology helps to establish a direct and real contact among a teacher and a pupil through audio help or video-conferences, irrespective of distance and time".

Following B. Holmberg's explanation ([2]): "The definition of distance teaching incorporates different forms and means of teaching, which do not

require an immediate teacher's supervision and a teacher's direct presence, while s/he is leading the lectures. However, this type of education is possible under the control of educational post or educational organization".

Among the best known terms associated with distance learning is the concept of the British Open University ([21], [15]). It's experience can be used in formulating other definitions to describe a wide comprehension of distance teaching such as the following:

The non-stationary teaching (distance learning) – is the form of open teaching, permitting the students and teachers "to meet" not only conditionally through written correspondence, telephone conversation, but also directly during the stationary courses or the summer sessions.

Open learning – is the definition popular in Great Britain due to CET (Council for Educational Technology) Open Learning System. This term, at the beginning, was linked with forms directed to overcome difficulty of participation in the process of teaching, and first of all for the individual independent activity;

The home teaching (home study) – is the term used for the description of non-stationary teaching, types of correspondence courses or the extramural education;

Currently, a personal interest in distance learning is observed in the whole world. The e-learning courses inflict ravishing as well as the unusual process of teaching, which guarantee teaching (the students) new thematic and objective knowledge plus formation of practical skills.

1.2. Models of distance learning

In analysing the national and foreign professional literature, a focus should be on theoretical aspects of distance teaching, qualification of models and types. Classifications includes several models of distance learning which are based on the degree of independence of teaching and participation in virtual groups (Institute for Distance Education (IDE), University of Maryland, USA in: [18]):

Model A - virtual class. Lessons are in synchronic mode at least once a week, the participation in them is possible from any comfortable place for students. The contact can be established among two or more places plus many transfers of messages through teleconference, audio- and video-conferences. The transfer serve as: traditional and electronic post office, fax, telephone or computer connected to the Internet supplies with assurance of online contact.

Model B - independent teaching. Students do not gather in a classroom, they work on their own, although they have the possibility of contact with their teachers and sometimes with different students as well. The direct transfer of data such as announcements and materials are not to be held. The contacts are both traditional and modern, connected with the Internet, the electronic post office, telephone, vocal post office, computer with the online contact.

Model C - open teaching. The teaching is performed in groups - on basis of the access to the printed materials, audio -, video - and multimedia materials; students meet with their teachers periodically in definite places. The data is transferred through announcements, materials are presented by tele -, audio – and video - conferences.

According to other classification based on facilities of transmission of educational information and method of contact of studying with a teacher, it is possible to select the following models of distance teaching [4]:

1. *Correspondence teaching.*
2. *Across Mass Media (radio - television).*
3. *Across Mass Media (radio - television) with interactive telephone, fax, computer and vision.*
4. *Computer - assisted teaching.*
5. *Teleconference systems.*
6. *Across computer net.*
7. *Teaching using videoconferencing systems and video phones.*

Other authors ([4], [11], [20]) select four types of distance teaching such as the following ones:

1. *Self-education* is regarded as the complete absence of contact between a student and a tutor.
2. *Asynchronous teaching.*
3. *Synchronous teaching.*
4. *Hybrid teaching* (also known as *blended learning*) – is the traditional process of teaching supported by the use of e-learning. This model is the most successful and popular, and selected by academic experts as the most effective form from the above-mentioned.

Can be numerated the different classifications and typologies of models introduced in a remote teaching [18]. The following classification of distance learning is a *form of teaching*:

- *Integration of the direct (stationary) and distance forms of teaching*
- *Network teaching:*
 - The autonomic network courses;
 - The information and education environment.
- *Network teaching and case - technologies.*
- *Distance teaching based on interactive television (Two-Way TV) or the computer video-conference.*

Integration of the direct (stationary) and distance forms of teaching. It is the most perspective model, for it has already accumulated its experience showing suitable for both school education (specialised courses, use of courses, the controlled form of distance teaching, for deepening knowledge, supplement the gap as well as it appears), and the high institutes. A Figure 1 shows a Model 1 (for school). It should be marked that during initiation of teaching in the older, specialized classes. Presently it was traced to four directions type in education officially termed as: humanistic, natural and mathematical science, social and economical science as technology.

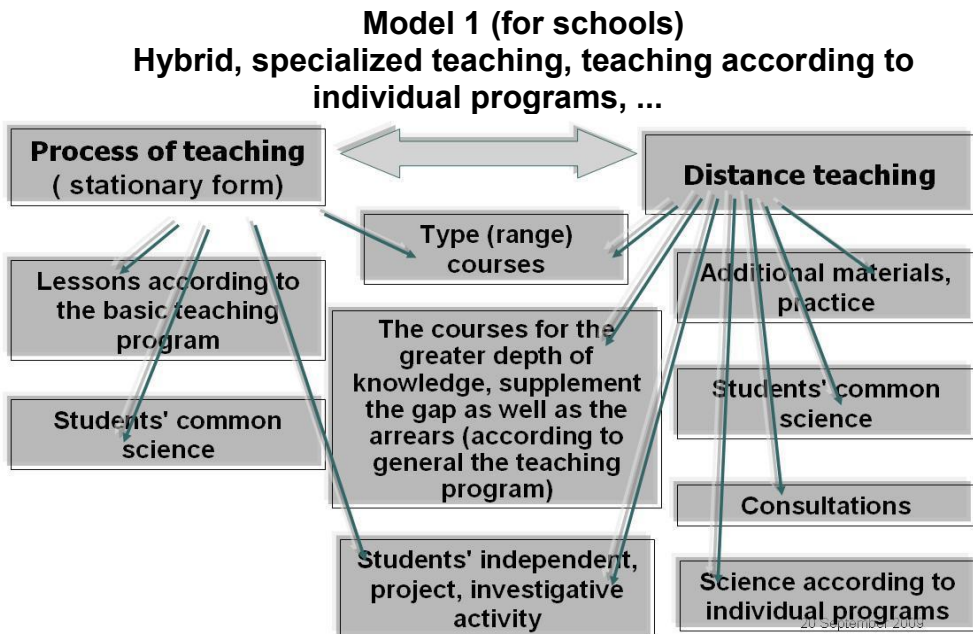


Figure 1. Integration of the direct (stationary) and distance ([18], [13]).

The model of integration of the stationary and distance forms of teaching (Figure 2) with more activities and more differences; applied at higher universities.

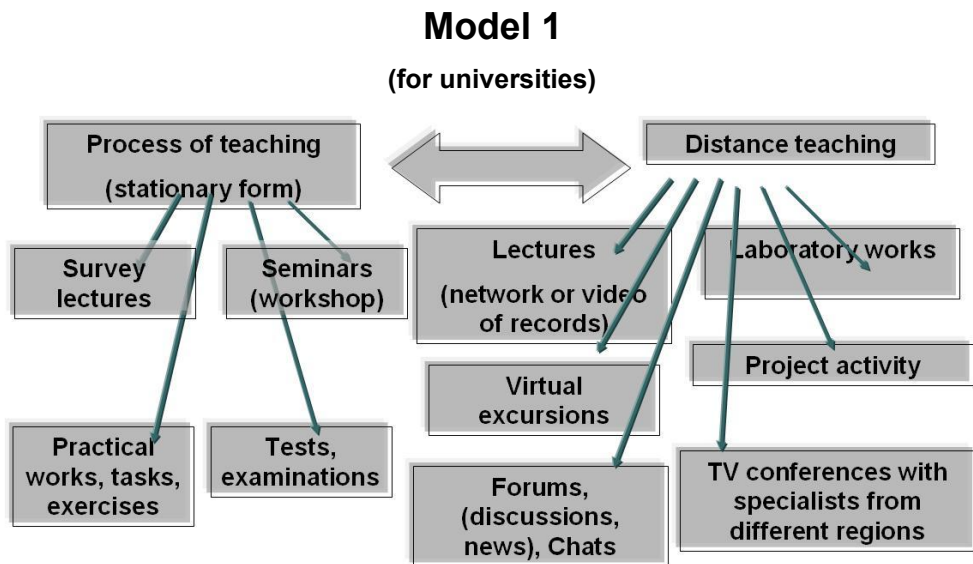


Figure 2. The model of integration of the stationary (traditional) and distance forms of education in university ([18], [13]).

Network teaching. It can make network education effective and apply in these cases necessarily, when the traditional forms of education are resulted with qualitative assurance of teachings complications (for children - disabled persons (invalid), for children from small distant localities and villages, and also for student and adults population (persons), improving one's level of professionalism, alter occupation etc.). In this case it creates the special, autonomic courses of teaching on distance for different objects of teaching, the chapters or the subjects of programs or the whole virtual schools of, cathedral, the universities. Autonomic courses in majorities can be designed to capture of individual objects, greater depth in data knowledge object or inversely, liquidation of hatch in knowledge. The model of network course of remote teaching was showed on Figure 3.

Model 2

Network course of distance learning

For handicapped children, or children from small and remote communities, for students and adults, and anyone interested to upgrade their qualification or change their career

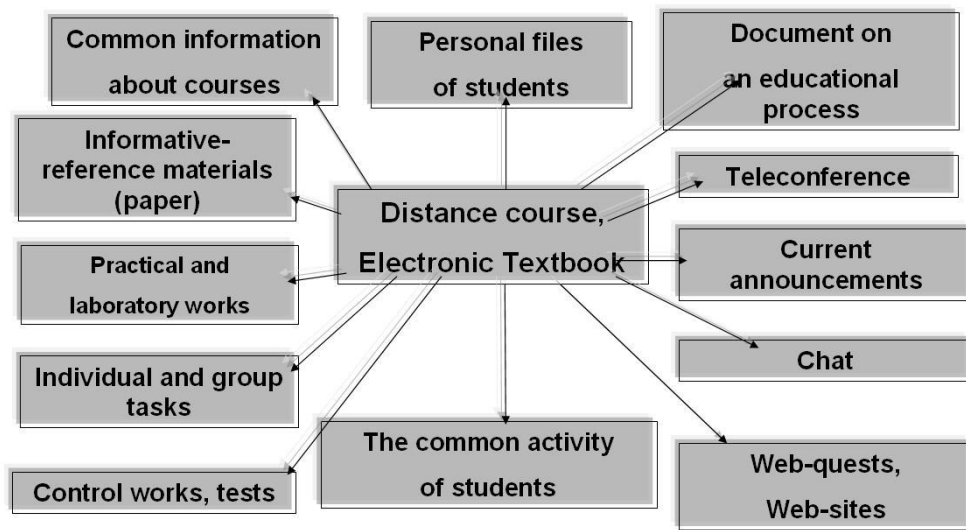


Figure 3. Model 2 : Network course of distance learning ([18], [13]).

Any course of teaching in distance – is perceived as the balanced process of teaching. The virtual school for this aid can be created well, the creation at which bets the structural of space the information and educational or environment, in which contained are all courses provided for in plan of teaching or programs of teaching, library of such courses (according to classes, according to chapters of programs etc.), the laboratory works and the practical, additional materials (the virtual libraries, excursions, dictionaries, the encyclopaedias, electronic data bases etc.). The possibility to use an existing technology also in the varied pedagogical, informational and communication technology for organization of common activity of teaching oneself in small groups of co-operation in different stages of teaching, the contacts with a lecturer, the discussion of questions in frames of teleconference, forums, organization of common projects etc. In network a model of distance learning complies with electronic network or with compact discs, the multimedia electronic textbooks or the scientific help. Another important component in any network variant of remote form of teaching is

the administrative block (registration of participants of course, monitoring their teaching, personal matters and so on.).

Network teaching and case - technologies (Figure 4). The *technology* is a model of network and the case of education - designed to do any differentiation in the education. Often enough there is no necessity of creating network electronic textbooks, if printed textbooks and books already existed, are being checked by the ministry of education.

Education building is effective, if it bases on already given textbooks and scientific help dealing with supplementary materials, placed in net, or deepens and widens for well that teachings material, or gives additional explanations, practice etc., for less talented pupils. It bets near the lecturers' consultations, system of testing and the control, additional practice in the laboratory and the practical, creative tasks or own projects, etc. A model of network and the case - education technology are introduced on Figure 4.

Model 3

Network teaching and case - education technology

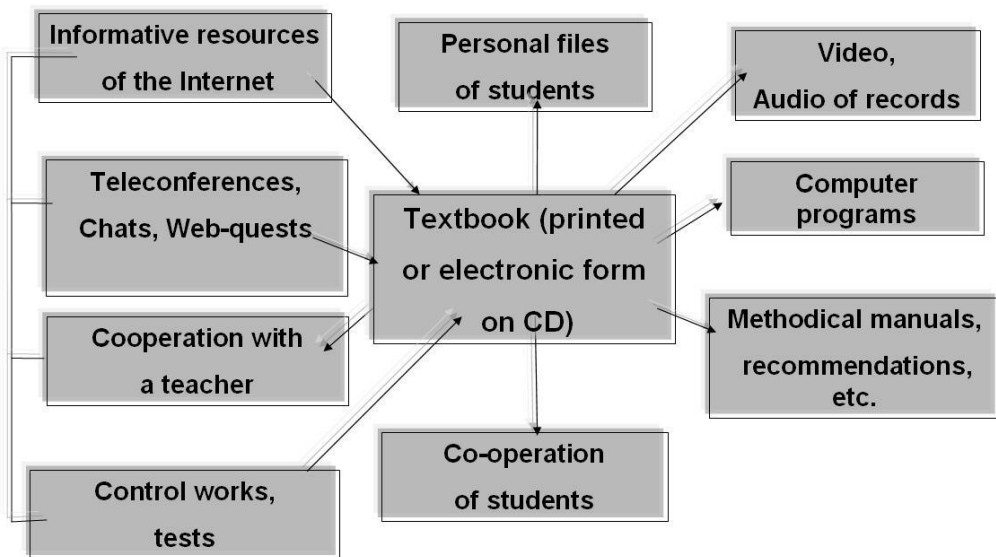


Figure 4. Model of DL : Network teaching and case-education technologies ([18], [13]).

The educational television (Two-way TV). The *educational* television is based on feed - back, learning on the use of television technologies, a model which is very expensive. This model reminds the model of distributed class, in which the broadcast of occupations is held near to help video - camera and television gear on distance. Time will show, or it will turn out more accessible - interactive television or network videoconference. The most possible steps in use and spreading on distance this model of teaching *tele-immersion* become steps realized after wider initiating technology (transfer painting 3D on distance), crossing final (last) investigation, however they are sufficiently expensive. The model of interactive television is introduced on the Figure 5.

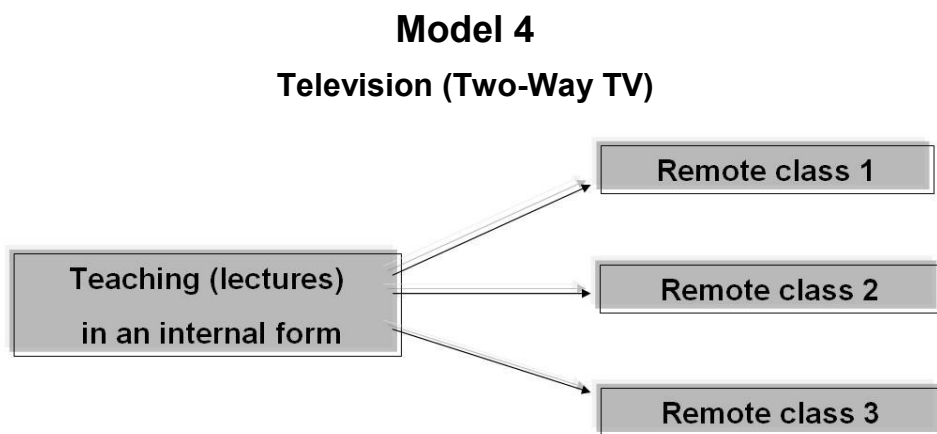


Figure 5. Model DL : Interactive educational television (Two-Way TV)

This model of distance teaching fully imitates the direct form. With its application the area of the classroom widens, from which the teacher and the students can have a link contact (the type of a tele-bridge). This model requires the students' presence in the use of virtual place for remote students, with whom the teacher or other students can be in any contact through a tele-bridge (as well as in the direct form) at a given time and place.

Each model introduces its own specifics and serves to solve specific didactic tasks. Every model is directed to a different user who should make his choice. It is hard to determine the priority of this or that different model. The specifics of every model are conditioned by the choice and the structure of teaching content, methods, organizational forms and the means of teaching [18].

2. ABOUT SOME THEORETICAL ASPECTS OF DISTANCE COURSES DESIGN

A *distance course* is defined as a set of educational and teaching resources; and also as educational services developed to enable individual and group's learners to use online distance educational technologies. There are numbers of theoretical and practical aspects as well as issues related to teaching methodology and computer science that need to be taken into account in the design of distance learning courses. Some of them have already been discussed in numerous scholarly publications [17], [12], [10], [13], [14], [1], etc.

This chapter discusses some of the types and the principles of the design of distance courses, particularly those ones which are related to the structure of distance courses and criteria for the evaluation of e-learning courses.

2.1. Types of distance courses.

The *classification* based on the following criteria:

- The aims of teaching.
- The discipline, subjects, fields of science, specifics of subject.
- The level of preparation of self-teaching (the students).
- Students' age.
- Accessible technological base. [16]

2.2. The aims of distance teaching:

- Course completion according to the course subject in programmed teaching at higher schools.
- Professional preparation, improvement of pedagogical staff.
- Rise of qualification among the pedagogical staff according to definite specialisations
- Pupils' preparation according to individual subjects of teaching to pass examinations externs.
- Preparation of graduates of average schools to enroll in higher schools of particular profiles.
- In-depth teaching of subjects, chapters, school disciplines or extra-school courses.

- Liquidation of the gap in knowledge, the skills, habits of teachings oneself according to definite subjects of school cycle (the corrective and makeup courses).
- Base courses of school programs for self-teaching, for students unable to attend school for different reasons at a definite moment or time or at all. [18]

2.3. The specification of a subject (for example - foreign language)

- Teaching pupils' basic levels of the first foreign language.
- Teaching pupils' basic levels of the second or the third foreign language.
- In-depth teaching of foreign language.
- Teaching different kinds of linguistic activity, aspects of language (the reading on the difference levels of complexity; spoken language, pronunciation, grammar, vocabulary, phonetics etc.).
- The type teaching of foreign language (practical language, dialect, slang, language of scientific conferences, colloquial language, language of literature and so forth).
- Certain cultural aspects of foreign language (according to different categories: the country of origin, linguistic etiquette, cultural heritage, history and so on.) ([14], [18], [13]).

2.4. Levels:

- Basic Level (level A).
- Intermediate Level (level B) the whole course or on individual subjects, the chapters of program or the material the extra-program.
- Advanced Level (level C) also in whole course or on individual subjects, the chapters of program or the material the extra-program.
- Consultations according to different questions in these cases, if a special course is unavailable (for example: turning to informative material) [16].

2.5. External differentiation courses:

- Aims, tasks.
- Content of course.
- The students' preparation (the formation of the groups of co-operation).

- Number of reference marks to basic and additional informative material, also on the Internet.
- Number of multimedia objects in course.
- Level of difficulty of practical tasks and projects ([14], [18], [13]).

2.6. Internal differentiation courses:

1. Use of suitable pedagogical technologies.
2. Variety of didactic means:
 - Network (the Internet (websites, FTP servers))
 - Other (books, compact discs CD, DVD, encyclopaedias, textbooks, didactic materials, collection of exercises, electronic databases etc.)

2.7. Types of courses. Classification according to course elements

Every element fulfils in the systems one's role in course. Following the character of course this or different element can be less or more essential. Particularly can be distributed on several basic types of all Internet courses [9]:

- *Full Internet - course.*
- *Consultative course.*
- *Additional course (optional, electives).*
- *Internet course + terms.*
- *The course - the lecture (knowledge base).*

The types of distance courses (based on the degree of independent work)

This work proposes still one more classification [7] of remote courses in which two basic types are distinguished:

1. *Self-studying type.*
2. *Team teaching type.*

2.8. The general structure of an Internet-based distance course.

I. Module: Introduction to distance learning course :

1. *Course description:* goals, objectives, registration procedures, course structure, skills and knowledge (both in terms of IT and course subject matter), requirements of a prior to take the course and causes its completion,

information on documents, assignments required to obtain credit for the course (*text or html documents*).

2. *Reading list*: core reading, additional reading, Internet resources (a listing of recommended core and additional sources with which participants need to familiarize themselves during the course – *a text, PDF or html document*)

3. *Glossary of terms containing basic concepts and key terms related to the course topics* (types of dictionary: Encyclopaedias, ordinary Glossaries, FAQ's, etc.).

4. *Forum*, a course feature facilitating discussion on a given course (*News Forum, Discussion Forum*).

5. *Participant registration survey* designed to collect information on the profile of potential students, contains questions relating to various issues (Survey, Questionnaire).

II. Thematic Modules N (1<N<10):

1. *Pre-test (a diagnostic test)* (a package of quizzes (tests) designed to gauge participant knowledge of the course material).

2. *Core didactic materials* for a given course subject area (Lessons (didactic materials and self-testing quiz), Glossaries, Encyclopaedias, reference links to Internet resources, files included in folders (text files, PDF, audio files, video files, multimedia presentations, other).

3. *Package of tasks* designed to help participants assimilate material, to help the instructor check student understanding of the material, to consolidate and apply the knowledge (in a MOODLE-based course, educators can effectively utilize such features as *Assignments* (various types: Advanced uploading of files, Online text, Upload a single file, Offline activity), *Journals* (workbooks), *Workshops*, *Forum*, *AudioRecorder*, *WIKI*, other features).

4. *Checking and testing knowledge* (1) self-testing quiz (can be incorporated into a lesson), 2) comprehension questions (progress tests), 3) Test quiz (examination test) (*Quiz, Hot Potatoes Quiz*).

5. *Creative tasks block* designed to help the student to work independently to assimilate knowledge, skills and to develop ways to solve specific problems, to complete individual projects; practical tasks (individual and group ones) (*Assignments* (various types: Advanced uploading of files, Online text, Upload a single file, Offline activity), *Journals*, *Workshops*, *Forums*, *AudioRecorder*, *WIKI*, etc.)

6. *Interactive communication feature*, enabling students to communicate with one another and with instructors synchronously (*Chat*, instant messaging software (*Skype*, *NetMeeting*, *Gadu-Gadu*, *Yahoo Messenger*, *ICQ*, etc.), and asynchronously (*Forum*, *E-mail*, *Internal Messaging System*, etc.).
7. *Additional reference material* for a given subject area (*Lessons*, *Glossaries*, *Encyclopaedias*, reference links to Internet resources, files stored in folders (text files, PDF, audio files, video files, multimedia presentations, other material).
8. *Checking students' knowledge* (Test quiz) (*Quiz*, *Hot Potatoes Quiz*).

III. Conclusion module (Conclusion of the course):

1. *Examination designed to test* the knowledge and skills taught during the entire course (*Quiz*).
2. *Final evaluation survey* - monitoring and analysis of student feedback on the course (*Survey*, *Questionnaire*).
3. *Self-reflective survey* – analysis of student feedback on distance learning - (*Survey*, *Questionnaire*) ([14], [8], [16], [17], [18]).

2.9. Assessment criteria for distance courses

In order to comprehensive evaluation of the usefulness of a distance course offered over the Internet, one needs to use a set of specific standards by which the course can be judged. The measures below are recommended to be considered when developing and evaluating distance courses ([13], [1], [16]):

1. *Course subject and structure* (Adequacy of the selection, and sufficient specification of the course subject according the objectives of the project).
2. *Course elements in the MOODLE system* (broad scope; approx. 35 modules in all, of which 18 are the key ones).
3. *Description of each course feature and resource item*.
4. *Course contents* (use of diverse teaching resources, tools, and ideas).
5. *Course format* (pleasant interface, variety, easy navigation).
6. *Multimedia and poly-sensory character* (Variety of materials and media utilized).
7. *Teaching styles and methods* (constructionist elements).

8. *Interactivity* (communication, group work and group learning, collaboration, mutual help, self-assessment and peer assessment).
9. *Compliance with the law and ethical standards* (pursuing work and learning activities in accordance with copyright laws and ethical standards.)
10. *Instructional materials for course instructors and materials for students.*

III. THE TEACHER'S COMPETENCES IN AREA OF DISTANCE LEARNING

In relationship from active initiating *e - learning* to traditional teaching important task is exact and universal qualification of the teacher's competence of distance education. It is analysing to define national and foreign authors in area of the teacher's competence of distance education; it can formulate the following most important general teacher's competences of teaching in a wide context: author, editor of courses, teacher (tutor), administrator [13], [17]:

1. Competences in area of pedagogy, the psychology and the new pedagogical technologies:

- educator, methodic - be qualified, having earlier successes in education stationary he should not lose the traditional teaching contact;
- Internet adopts to conditions of use of centres the applied methodologies of stationary teaching; it - organizes and tests students in *psychology and pedagogy*;
- student's individual *psychology and pedagogy* silhouette defines and it diagnoses virtual group;
- it prevents and it solves abrasive situations;
- psychological not contradiction creates on principle small groups;
- it gives psychological support the initial stage students' education, and also friendly psychological climate support the virtual group;
- it knows the current personal orientated teaching methods: the teaching in co-operation, the method of projects, the problematic method and others;
- it applies individual, team and collective teachings forms; harmonic in well-founded links, is in work with students on distance way;

- it organizes and leads telecommunicational projects and thematic forum as well as teleconferences, stepping out in part their moderator;

- it supports and it stimulates students, informs students about knowledge and skills which should work out during teaching on course; it informs them about achievements; it helps to advise about tasks, which students did not make yet, problems, which they did not decide yet; it knows to define and to diagnose subjects and question, causing students' problems as well as it shows them the required help;

- it leads to an scientifically - investigative activity, it organizes and monitors students' scientific activity which is led in education stationary and on distance; it organizes investigative groups; it helps in a search for auxiliary materials in aim of execution of investigative works and gives the access to them;

- the effective system of control applies and tests students; defines students' activity in teaching factors on distance;

- it knows the propriety of organization of independent work students in information-educational environment - the Internet as well as the processes of assimilating near use of forms the message of distance education;

- it applies the instruments of organization of intercourse and the communication among participants of distance teaching.

2. Competences in range of information and communication technologies and their use in teaching:

- it knows the basic notions and nomenclatures, connected with information and communication technologies, centres and tools ICT;

- it knows architecture, recipes of principle of working and it possesses from personal computer to the practical habits of work and peripheral equipment (multimedia projector, scanner, modem, printer, microphone, digital apparatus, digital camera and soon);

- it decides about simple problems from computer equipment and software;

- it knows how to configure operating system suitably; it creates the hierarchic system of catalogues; it works with files, brochures; installs software and peripheral devices;

- it knows how to copy, to transfer and to record in system the data and on external carriers of information CD, DVD, the Flash and so further;

- it knows how to use software (minimum - the text editor MS Word, programme to creating of introduction MS PowerPoint, it also can describe different usable programmes of packet MS Office or OpenOffice, StarOffice);

- it works out in different figure the data and the corner format, it transforms and it prepares the educational materials, in this to publication in net with use of varied usable programmes (text editor, programme to creating of multimedia introductions, graphic arts editor, HTML editor);

- it knows how to measure the needs of using service programmes (programmes for converting to different formats (textual: PDF, RTF, video: AVI, MIDI, sound: WAV, MP3, graphic: TIF, JPG, and others), to use the programmes for creating of demonstrations of slides (type the slide-show, the presentation), the multimedia albums; programmes – the archivizers (WinRar, WinZip, and others), the antivirus programmes (Panda Antivirus, MKSVir, Kaspersky Antivirus, Norton Antivirus and itd.), the drivers programmes and etc.);

- it knows how to execute analysis and the opinion of educational programme according to criteria: content - related, methodical, didactic and technical;

- it uses the different types of educational programmes: teaching, evolving games, drill - in - practice (training programmes), tests, the tool environments, programmes for creating of own environments of teaching, dictionaries, the multimedia encyclopedia, the imitation - modeling programmes etc.;

- it knows how to design and to prepare lesson (occupation) from utilization concrete educational programme;

- it knows how to use specialist programmes (for example: the packets, the mathematical environments, the programistic systems, the imitation - modeling, the musical editors, the graphic editors of arts and soon);

- it knows how to motivate and to use in didactic diagnostics the ICT on purpose and on all stages of process of teaching;

- it knows Internet, its basic principles of work as well as the software application (the minimum: browser the Internet Explorer (the Mozilla, Opera and others) as well as the programme of service of e-mail the MS the Outlook the Express);

- it prepares the author's projects of distance courses and the electronic didactic materials for students;

- a finished course –it can estimate the finished e - the learning course (the didactic materials, profile of system of distance education, uses the elements of courses, the compatibility of teaching material of this programme, also according to different criteria (the multimedia, interactive, ect.)

- it knows how to work the Internet out side, in one of words processors useful in arranging the web-sides (MS Front Page, Macromedia Dreamwear, Pajaczek Light, HotDog and others) or with the help of language of programming the HTML;

- it can find on Internet materials suitable to aim of teaching, it records and it keeps on computer the data, it carries out the analysis and it chooses adequate forms of their arrangement and uses solution of educational tasks and the problems with studying intersubject projects, as well as all with competences of pupils work with supplies all the information and educational;

- it knows how the sanitary - hygienic norms of computer work;

- it can find on Internet materials suitable to aim of teaching, it records and keeps them on computer data, it carries out the analysis and it chooses adequate forms of their introduction and the use near solution of educational tasks and the problems in this near study of between subject projects, as different competences of work possesses with supplies all the information and educational;

- it knows and protects the copyrights and intellectual property;

- it knows the main currents of the development of informative technologies and communication ones;

- it knows and uses the IC in self-esteem and analysis of work's quality, his professional preparation (the electronic surveys, questionnaires, of tool of mathematical statistics and so on);

- it knows the computer centres of administration and management of educational institution.

3. Competences in area of Internet technologies :

- it knows the history of Internet development, the models of distance education, types of the remote courses;

- it knows the basis of the psychological and pedagogical learning on distance (the theory of constructivism, the cognitive theory, the functional

theory, etc.), the method of distance learning (the problematic method, the method of projects, the teaching in co-operation (of cooperation) and others;

- it knows the basic types and the general principles of functioning the telecommunicational systems;

- the CLMS knows the basic systems of distance education (Content Learning Management System), commercial (the IBM Lotus Space, e - Learning and soon), and the Open Source (for example, MOODLE, Claroline, Dokeos, Atutor and others), the CMS (Content Learning Management System), (Joomla!, Mambo, Nuke PHP Apache and others);

- it knows how to conduct the comparable profile of systems and to choose the most adequate system and the model of distance education peaceably with conditions which exist in given educational post;

- it knows telecommunicational etiquette;

- it knows the categories of users of platform distance education, their roles, the functions, and tasks;

- it uses the different means of telecommunication to exchange the messages and the educational materials with other users (with students, colleagues, parents and so on) in asynchronized mode (e-mail, teleconference, forum, controversial groups, wiki, blog, WWW, service FTP etc.) and synchronized ones (communicating in real time, for help: chat, programme-messenger - ICQ, Skype, NetMeeting, Oxygen, Yahoo! Messenger and so on);

- it has some e – navigation's habits in net;

- it works with educational supplies of net (the network bases of data, services of novelty (NewsNet), the thematic portals, WWW, etc.);

- it uses the tool programmes (for example, MSPowerPoint, Hot Potatoes, Macromedia Authorware, Matchware Mediator and others) for designing of materials for distance courses;

- it knows and can use one of systems of distance learning, on the example of MOODLE, for studying and leading the distance courses;

- it has the knowledge and the skills of the system management of distance learning;

- it works with modern hypertext and hipermedia systems;

- it searches on Internet net for the educational supplies, indispensable and the most adequate for achievement of formulated aims of learning as well as setting these ones;
- it actively uses the ICT, Internet and the remote forms of teaching for self- education, the development and the self- improvement.

So far the legal status of a tutor has not been formulated and even its characteristic qualifications have not been worked out; there are no programmes or the methodology of preparation, any norms of learning burden ect.

CONCLUSION

Thus, speaking about distance learning today it is possible to select ten models of the distance education and lots of types of distance courses which differ in terms of classification criteria. Certain educational establishments or a teacher can choose that model or type of course, which serves its purposes, expectations and didactic tasks.

Summing up, there are plenty of models applied in distance teaching and distance courses that can be classified on different criteria bases. For example, one can select a type of DL model, which meets their aims, expectations and didactic tasks as well as students' needs.

Unfortunately there are still problems on the way of global and intensive introduction of the distance teaching: theoretical, low, organizational, technical, methodical, in area of software, personality, social, a part which is not to end solved.

But the real will can not already change anything and the slow down progress of development of civilization, new information and communication technologies, the global net - Internet, and alongside with them new educational possibilities of the effective utilization.

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